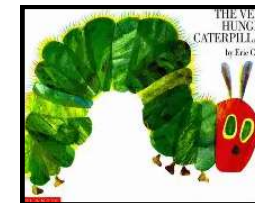




AAC Book Series

The Very Hungry Caterpillar

by Eric Carle



Materials and Prep:

1. Print a communication board for each student. Use in combination with a core board.
2. Record repeated line(s) on a single message button.
3. If students are using a high-tech AAC system, locate necessary vocabulary (e.g., apple) prior to activity.
4. Use Post-it notes to add prompt reminders (C-A-R) to each page of the book.

Vocabulary List

caterpillar
egg
leaf
days of the week
hungry
numbers 1 - 5
fruit
snack foods
big
little
cocoon
butterfly
look
eat

Repeated line

But he was still
hungry



[Watch the animated movie here!](#)

Day 1: Do a picture walk to activate prior knowledge and learn new vocabulary.

Starting with the front cover, take a “walk” through the pages of the book. Do not focus on the text, but focus on what we see on each page. Help students find vocabulary on the communication board to make connections with things on the page. Use the worksheet on p. 8 to explore writing tools and book vocabulary.

Day 2: Read the book using shared reading principals.

Point to each word as you read. Pause at the end of each page (10 sec.) and invite students to engage.

- **C**omment about something on the page (e.g., The caterpillar needs to GO find food!) and pause.
- **A**sk for participation and not specific question (e.g., "What do you think?") and pause.
- **R**espond - Observe students and attribute meaning to any communication attempt.

Day 3: Read the book again and continue to focus on core and fringe vocabulary.

Use a core word page on AAC devices or low-tech vocabulary board in combination with the story vocabulary board. See p. 7 for an activity/worksheet. Core examples below.

LOOK (LOOK at that!)

MORE (He wants MORE!)

YOU (What do YOU think about that?)

GO (He will GO find food.)

LIKE (I LIKE apples!)

WHO (WHO is eating all of the food?)








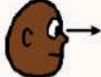




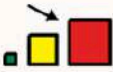







Day 4: Read the book again and then write about it.

Print and cut out the Predictable Chart Cards (p. 10 - 12) and create a Predictable chart. Using the stem “He wants more _____. Allow each student to pick a food item to complete a sentence. Model the words “want” and “more” on the core board. Write each student’s name next to their sentence. Use the worksheet on p. 7 to practice writing the core word “more” and p. 9 to count and write numbers.

Day 5: Read the book again and focus on alphabet knowledge.

Use [The Very Hungry Caterpillar ABCs - Animated](#) and [Read Aloud for Kids](#) to explore the alphabet. Use the keyboard on the AAC device, letter manipulatives, etc. to give students the opportunity to see letters in different forms. Point out the letters found in student names or signs around the school. Use the worksheet on p. 13 to explore letters and beginning sounds.

 The Very Hungry Caterpillar

 What day?	 caterpillar	 egg	 hungry	1
 apple	 pear	 plum	 look	2
 strawberry	 orange	 food	 eat	3
 big	 cocoon	 butterfly	 stomach ache	4
 Oh no!	 turn the page	 funny	 don't like	5

 The Very Hungry Caterpillar



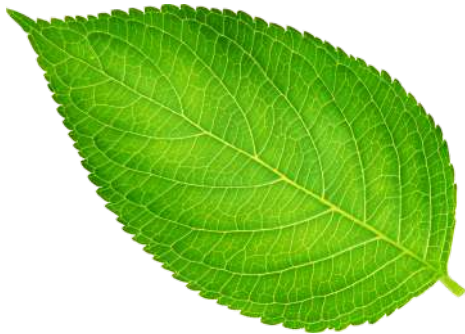
caterpillar



apple



cupcake



leaf



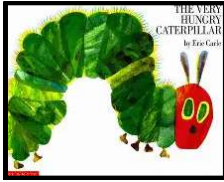
butterfly



Oh no!



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Use the script ideas below as you interact with students during the book reading activity. **Touch the underlined words** on the communication board as you say each line. Don't forget to **pause for 10 seconds** after each interaction.

If the student is using an AAC device or app on an iPad, combine the use of core vocabulary with the included book vocabulary board.

- The CATERPILLAR is so SMALL.
- I think you LIKE it.
- Let's TURN THE PAGE .
- OH NO! I can't believe it!
- He is so HUNGRY.
- The CATERPILLAR ate a _____.
- But he was still HUNGRY!
- The CATERPILLAR is so BIG.
- He is inside the COCOON.
- Look at the tiny EGG on the LEAF.

fold

Data Collection Form

Student Name: _____ Date: _____

The goal for the day is...

Student will demonstrate a beginning interest in books by attending for short periods while a partner reads, turns pages, looks at pictures, etc.

Notes:

Student will respond to comments or questions about a book, even if the response is inconsistent or inaccurate.

Notes:

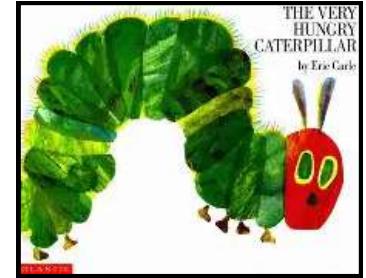
Student will _____

Notes:

Informant Initials: _____



AAC Book Series The Very Hungry Caterpillar by Eric Carle



Where is my vocabulary in TD Snap?

QuickFires > Personal Needs > hungry




Core vocabulary



Word Lists > Food & Drink

Word Lists > Animals > Insects > caterpillar



Hint: If you can't find a word, press the  in the top bar and use the Search feature.



Learn more about Shared Reading here



Learn more about Predictable Chart Writing here



Data Collection Form

Student Name: _____ Date: _____

The goal for the day is...

Student will _____

Notes:

Student Name: _____ Date: _____

The goal for the day is...

Student will _____

Notes:

Student Name: _____ Date: _____

The goal for the day is...

Student will _____

Notes:

Informant Initials: _____

Data Collection Form

Student Name: _____ Date: _____

The goal for the day is...

Student will _____

Notes:

Student Name: _____ Date: _____

The goal for the day is...

Student will _____

Notes:

Student Name: _____ Date: _____

The goal for the day is...

Student will _____

Notes:

Informant Initials: _____

fold

Teacher Note: Modify this activity to meet the needs of your students. There is no right or wrong way to do this. The goal is to explore words and letters. Locate the word on the AAC system and explore letters on the keyboard. Use letter stamps. Scribbling is acceptable.

Name: _____



Let's learn a new word! The hungry caterpillar wants more food!

Find more



Spell more



Write more 2 times. Use a pencil or keyboard.

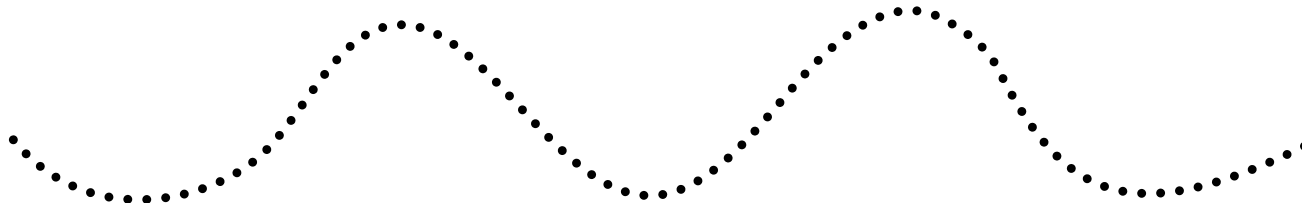
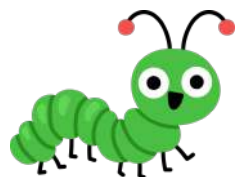
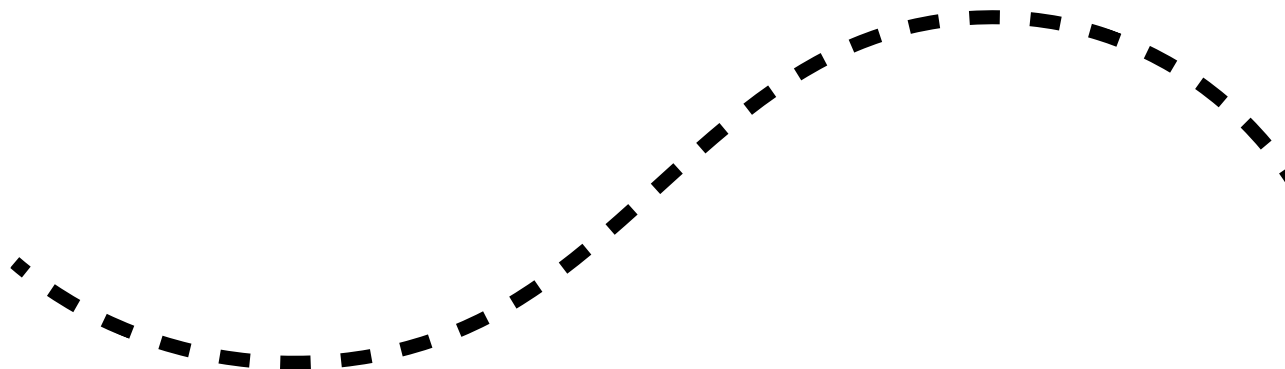
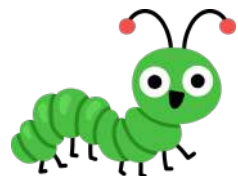
Read and circle the word "more".

more	he
mat	more
more	mat
at	more

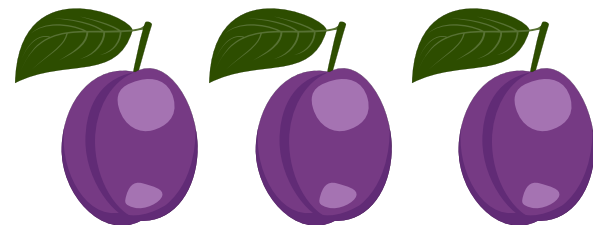
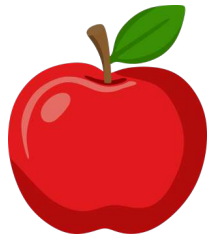
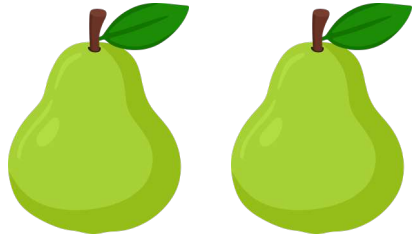
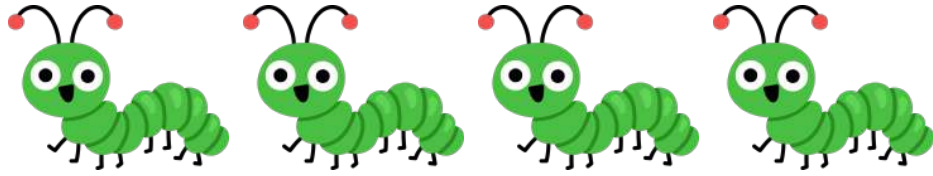
Teacher Note: If your student is unable to physically draw the line, instead of hand-over hand, try 1.) letting the student touch go and stop on their device or communication board to direct you as you draw the line, 2.) allow the student to use eye gaze to show you where to draw, 3.) have the student track your hand as you draw the line.

Name: _____

Instructions: The caterpillar wants **more** food. Draw a line to help him get to his snacks.



Name: _____



Counting Activity

1

2

3

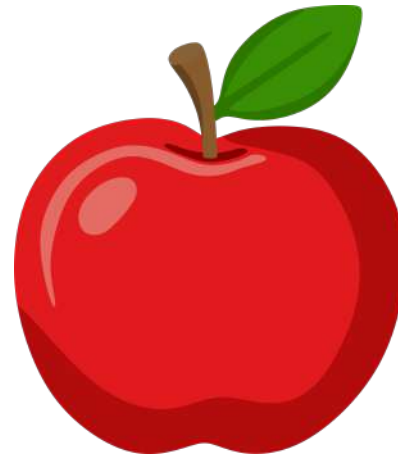
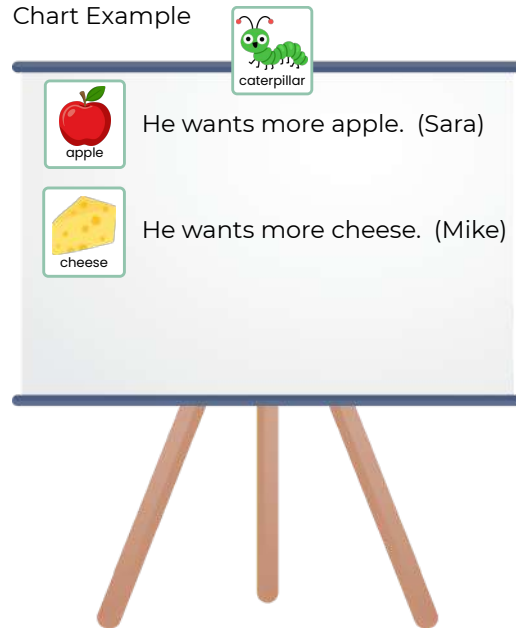
4

5

Predictable Chart Cards

Hint: You can also print two copies, cut out the cards and use them to play Memory Game or Go Fish.

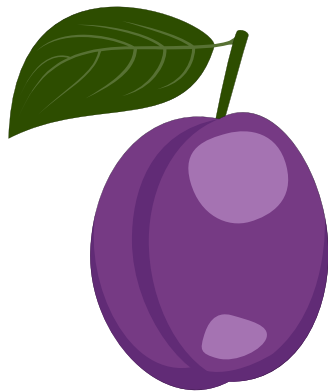
Chart Example



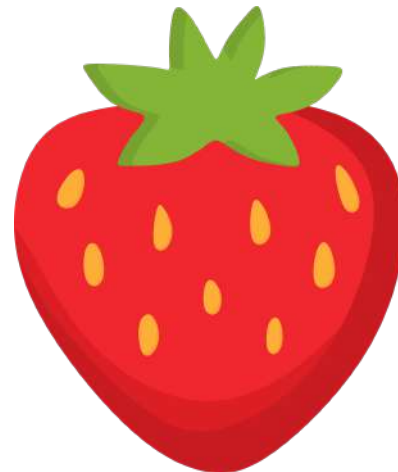
apple



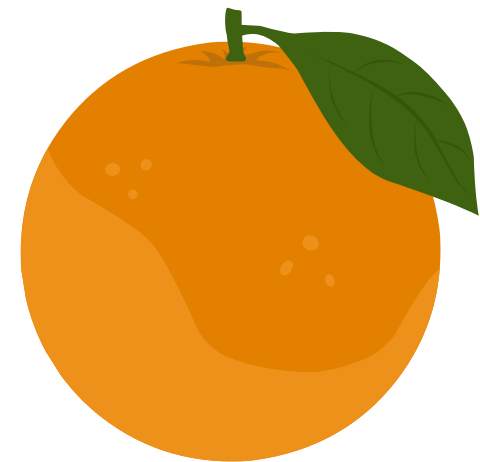
pear



plum



strawberry



orange

Predictable Chart Cards

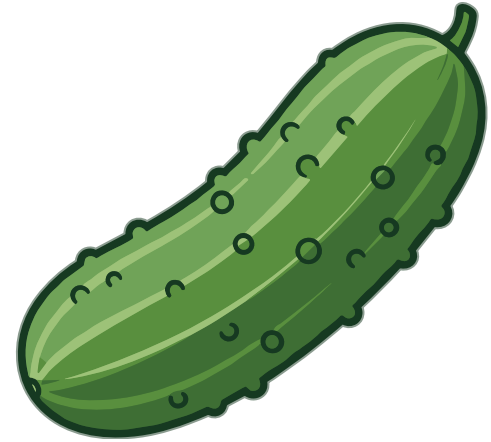
Hint: You can also print two copies, cut out the cards and use them to play Memory Game or Go Fish.



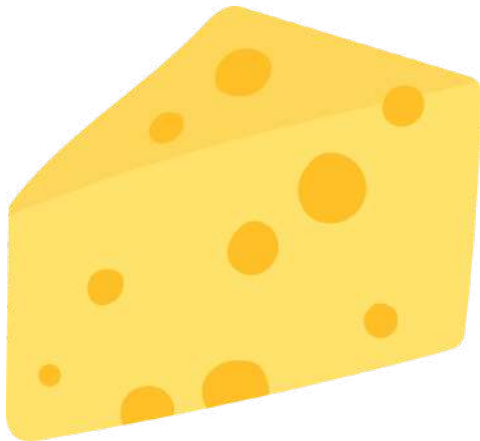
cake



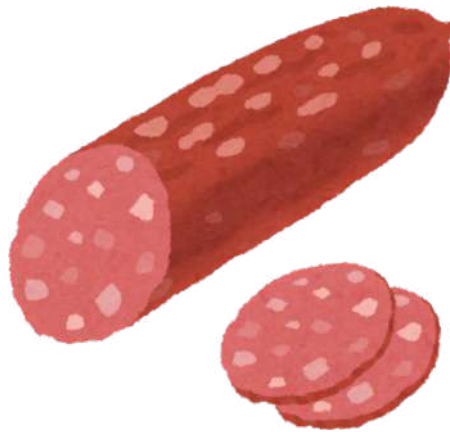
ice cream



pickle



cheese



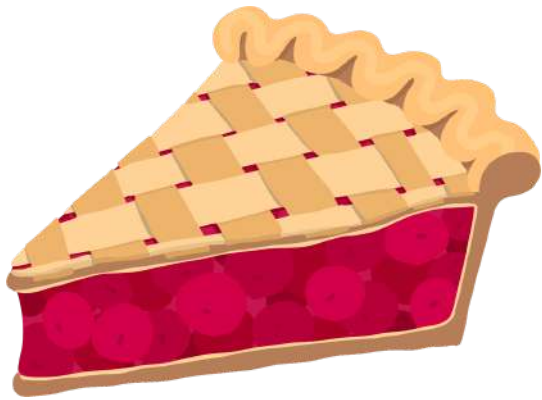
salami



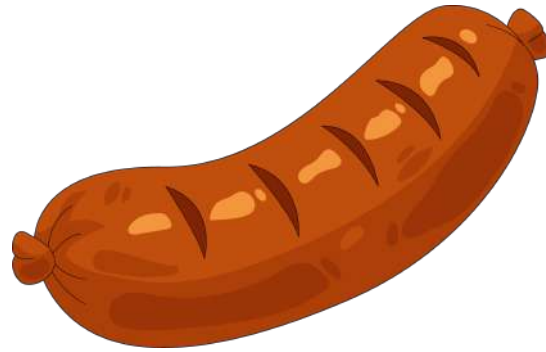
lollipop

Predictable Chart Cards

Hint: You can also print two copies, cut out the cards and use them to play Memory Game or Go Fish.



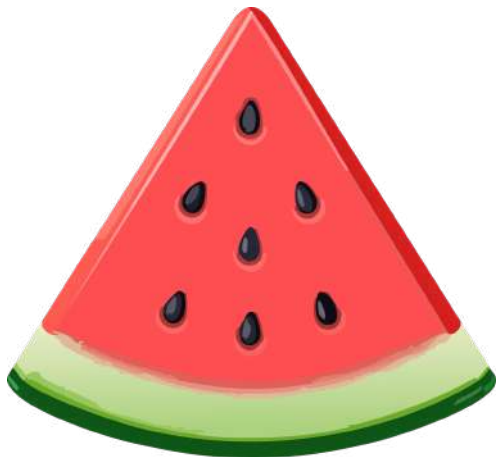
pie



sausage



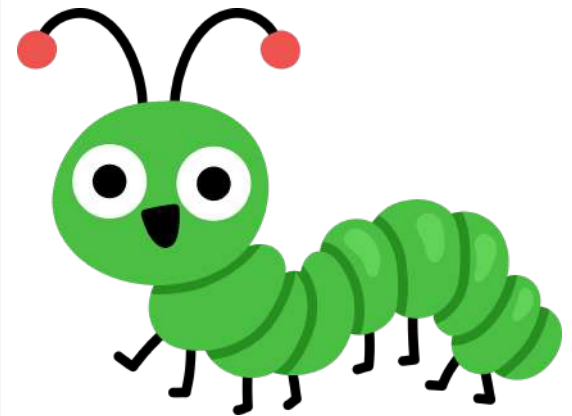
cupcake



watermelon



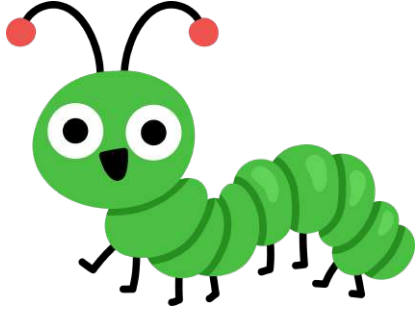
leaf



caterpillar

Beginning Sounds

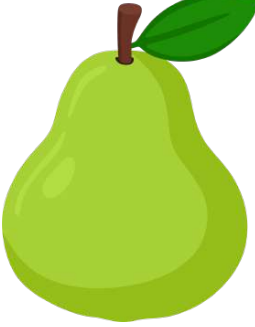
Circle the letter of the first sound of each picture.



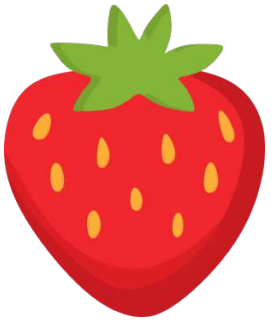
d **m** **c**



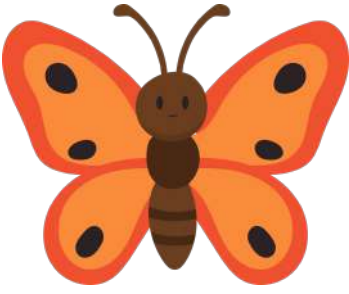
e **b** **f**



g **p** **h**



c **s** **p**



k **b** **m**



c **f** **l**

Name: _____